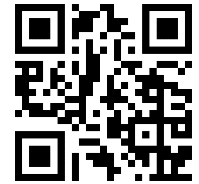


The Effect of Principal Leadership, Work Discipline, Teacher Achievement Motivation on the Performance of Public High School Teachers in the City Of Banjarmasin



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ABSTRACT: This study aims to analyze the direct and indirect effect of the principal's leadership, work discipline, teacher motivation on teacher performance. This study used a quantitative approach, a type of correlational research. The population in this study was 580 teachers of SMA Negeri Se-Kota Banjarmasin and a sample of 237 people was determined using proportional random sampling techniques. Data collection was carried out using instruments consisting of principal leadership (31 items), work discipline (45 items), achievement motivation (30 items) and teacher performance (35 items). Test the validity and reliability of the data using Alpha Cronbach. The research data were analyzed using path analysis to see direct and indirect relationships between variables, by first conducting normality tests, homoscedasticity tests, multicollinearity tests and correlation tests. The results showed that there was an effect between: (1) the principal's leadership on teacher achievement motivation, (2) the principal's leadership on achievement motivation, (3) the principal's leadership on teacher performance, (4) teacher performance work discipline, (5) teacher work achievement motivation, (6) the principal's leadership on teacher performance through teacher work discipline, (7) the principal's leadership on teacher performance through teacher achievement motivation.

KEYWORDS: Principal's Leadership, Work Discipline, Achievement Motivation, Teacher Performance

INTRODUCTION

A teacher's performance is said to be good if the teacher has carried out elements consisting of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, leadership that is a role model for students, a good personality, honest, and objective in guiding students, and being responsible for tasks. Efforts to improve the work of a teacher really need to be done both personally and in groups to get better work results. Work requires an achievement target so that work performance increases. As revealed by Nathalia, Saleh & Aslamiah (2019) Work performance is the result of an employee's work during a certain period compared to various possibilities such as standards, targets / targets or criteria that have been predetermined and mutually agreed.

Teacher performance is one of the causes of the success of education in schools. However, many factors affect the work of teachers, among which is the leadership of the principal. It is explained by Luthans that factors that affect employee performance are teacher competence, salary, leadership, work commitment, work environment or atmosphere, organizational culture, involvement in the organization, and work discipline (Harahap, 2019). Hasibuan (2012), other factors that effect teacher performance are commitment, work discipline, leadership, compensation and organizational culture.

Teacher performance is also effectd by work motivation factors. Motivation is an individual's internal state that gives birth to strength, excitement and dynamics and directs behavior to goals (Anisah et al., 2018; Jarminto, Aslamiah, 2022; Karnalim & Wijanto, 2021; Lista Hartini, Rustam Effendi, 2022; Muhammad Abidin, Ahmad Suriansyah, 2022; Norliani, Ahmad Suriansyah, 2022; Silfiati, Aslamiah, 2022). This opinion emphasizes that motivation is the reason that drives a person to action. Work motivation is defined as something that raises morale encouragement.

Motivation is not a personal trait because motivation is the result of interaction between individuals and situations. Low motivation of teachers' work has a negative impact on the teacher's work performance (Ahmadiyanto, Ahmad Suriansyah, 2022; Dudy Rachmat, Aslamiah, 2022; Hepni Albuni, Aslamiah, 2022; Mariah & Sa'ud, 2013; Normianti et al., 2019; Rudiansyah, Wahyu, 2022; Suprpto & Kurniawan, 2020). Thus, the motivation of a teacher will be different from the motivation of other teachers, and the difference in motivation will certainly lead to different work achievements produced by a teacher. Achievement motivation is a motivation from outside and from within a teacher to work well and produce measurable performance, want to always achieve, compete positively based on work indicators (Alimmudin, Alimmudin, Ahmad Muhyani Rizalie, 2022; Birhasani, Muhammad, Sulaiman, 2022; Jarminto, Aslamiah, 2022; Mahdiana, Saleh, M, 2022; Silvia & Suriansyah, 2022). In addition to motivation, work

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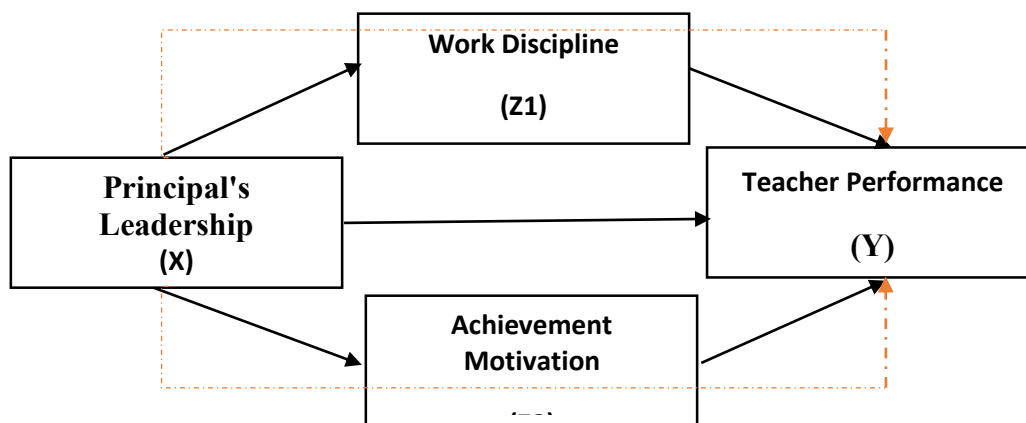
discipline is also very influential on teacher performance. Then, work discipline is an attitude of respect, respect, obedience and obedience to the rules that defend, both written and unwritten and able to carry out and not avoid receiving sanctions if he violates the duties and authorities given (Hefni Rusadi, Wahyu, 2022; Muhammad Abidin, Ahmad Suriansyah, 2022; Patriah, Bawi, Wahyu, 2022; Wahyu Wardani, Aslamiah, 2022).

METHOD

The research design in this study is quantitative method. This study uses path analysis with independent variables of work discipline (Z1) and achievement motivation (Z2) while the variables are teacher performance (Y) and intervening variables are principal leadership (X). The population in this study was all teachers of SMA Negeri Se-Kota Banjarmasin amounting to 580 people, while the sample amounted to 237 people using Proportional Random Sampling. In this study, data collection techniques used questionnaires. Before the questionnaire was used, it was first tested on 30 respondents from the same population but outside the research sample which was then analyzed with validity and reliability tests.

RESULTS

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found. As illustrated below:



Picture 1. Path Analysis

Table 1. Summary of Hypothesis Testing Decisions H1 H2 H3 H4 H5

Hypothesis	p.s	Decision
H ₁ There is a direct effect of the principal's leadership on work discipline	0.000	Accepted
H ₂ There is a direct effect of the principal's leadership on achievement motivation	0.000	Accepted
H ₃ There is a direct effect of the principal's leadership on teacher performance	0.000	Accepted
H ₄ There is a direct effect of work discipline on teacher performance	0.000	Accepted
H ₅ There is a direct effect of achievement motivation on teacher performance	0.000	Accepted

Table 2. Hypothesis Testing Decision Summary H₆ H₇

Hypothesis	Direct	Indirect
H ₆ There is an indirect effect of the principal's leadership on teacher performance through work discipline	0,197	0,028
H ₇ There is an indirect effect of the principal's leadership on teacher performance through achievement motivation	0,215	0,033

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Table 1 is a summary of decisions H1, H2, H3, H4, and H5 with significance value criteria less than 0.05, then the hypothesis is accepted. Table 2 is a summary of H6 and H7 hypothesis testing decisions for indirect effects between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study successfully found the effect between variables that can be explained as follows.

DISCUSSION

1. Direct Effect of Principal's Leadership on Work Discipline of Public High Schools in Banjarmasin City

The direct effect of the principal's leadership on the work discipline of public high school teachers in Banjarmasin City as shown by the Standardized Coefficients Beta value of 0.652 with a significance value of $0.000 < 0.05$, then H_0 was rejected; Thus, the null hypothesis that states "there is no direct effect of the principal's leadership on the work discipline of public high school teachers in Banjarmasin City" is rejected. So it can be concluded that the effect of the principal's leadership on teacher work discipline has a significant effect.

The results of this study strengthen Irwan Abdullah's research (2019) stating that it has a relationship or effect on teacher work discipline. Based on the results of statistical tests in the prob, the tcount is greater than the rtable, which is $0.75 > 0.666$, meaning that based on empirical data as a result of field testing, it is proven that there is a positive relationship. There was a muddy of the principal's leadership towards teacher performance (Abdullah et al., 2018; Akbar & Imaniyati, 2019; Hepni Albuni, Aslamiah, 2022; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Silfiati, Aslamiah, 2022). The magnitude of the principal's effect on teacher performance was 35.3%, the remaining 64.7% was effectd by other factors that were not variables in the study.

2. Direct Effect of Principal's Leadership on Achievement Motivation of Public High School Teachers in Banjarmasin City

The direct effect of the principal's leadership on the achievement motivation of public high school teachers in Banjarmasin City was shown by the Standardized Coefficients Beta value of 0.470 with a significance value of $0.000 < 0.05$, then H_0 was rejected; Thus, the null hypothesis that states "there is no direct effect of the principal's leadership on the achievement motivation of public high school teachers in Banjarmasin City" is rejected. So it can be concluded that the effect of the principal's leadership on teacher achievement motivation has a significant effect.

Test results that motivation contributes to teacher performance ($R = 0.983$; $R \text{ square} = 0.966$). Thus there is a very significant contribution of work motivation variables to teacher work performance, which means high work motivation, the higher the work results. The results of this study strengthen the research which states that there is an effect of work motivation on work performance indicated by value of 0.762 and a significance of 0.000 which shows that a large effect of work motivation on work performance (Ahmadiyanto, Ahmad Suriansyah, 2022; Dudy Rachmat, Aslamiah, 2022; Patriah, Bawi, Wahyu, 2022; Supiansyah, Ahmad Suriansyah, 2022). The results of this study are supported by previous research by Supiansyah, Suriansyah & Ngadimun (2022) which states that there is a direct relationship between work motivation and work performance, as evidenced by the value of the path coefficient of 0.306. Rachmat, Aslamiah & Sulaiman (2022) in their research stated that there is a direct effect of motivation on work performance with a path coefficient value of 0.798, a t test score of 14.081 and a significance of 0.00.

Then it was reinforced again by research by Puspitasari, Sulaiman & Saleh (2022) which stated that there was a direct relationship between work motivation and work performance with a path coefficient value of 0.870 and a t test score of 10.936 and a significance of 0.00. The results of the path analysis show that there is an effect of work motivation on work performance which is indicated by a path coefficient value of 0.804, a t test score of 12.451 and a significance of 0.000 and an R value of 0.789 (Widya Pratiwi, Wahyu, 2022).

Another researcher also raised the same thing, namely (Alimmudin, Alimmudin, Ahmad Muhyani Rizalie, 2022) in their research showed that the value of the coefficient of the path of effect of work motivation on work performance was 0.982 with a t-test score of 54.097 and a significance of 0.000.

3. Direct Effect of Principal's Leadership on the Performance of Public High School Teachers in Banjarmasin City

The results of this research analysis showed that there was an effect of the principal's leadership on the performance of public high school teachers in Banjarmasin City with a Standardized Coefficients Beta value of 0.245 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus the null hypothesis that states "there is no direct effect of the principal's leadership on the performance of public high school teachers in Banjarmasin City" is rejected. So it can be concluded that the effect of the principal's leadership on teacher performance has a significant effect.

The results of this study strengthen the research found that teacher performance will increase if teachers carry out elements consisting of ties of loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks. Therefore, the task of the principal as manager is to assess the teacher. This assessment is important to do considering its function as a motivational tool for leaders to teachers for teachers themselves (Aminudin, Suriansyah, 2022; Anisah et al., 2018; Haitami & Suriansyah, 2022; Jarminto, Aslamiah, 2022; Patriah, Bawi, Wahyu, 2022). The results of this study are supported by previous research by (Ahmadiyanto, Ahmad Suriansyah, 2022) teacher performance is effectd by the leadership of school principals. The leadership of the school head will differ in results if the principal has different leadership styles. Heppy Fitria,

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Yessi Fitriani (2020) the results showed that the results of the tcount test against ttable showed a value of $3,238 > 2,018$ which means that there is a significant positive effect of the principal's leadership on teacher performance. Furthermore, Agustin, Suriansyah & Hadi (2023) stated that there is an effect of work motivation on work performance indicated by an R value of 0.762 and a significance of 0.000 which shows that the great effect of work motivation on work performance.

4. The Direct Effect of Work Discipline on the Kineja of Public High School Teachers in Banjarmasin City

The direct effect of work discipline on the performance of public high school teachers in Banjarmasin City as shown by the Standardized Coefficients Beta value of 0.245 with a significance value of $0.000 < 0.05$, then H_0 was rejected; thus the null hypothesis that states "there is no direct effect of work discipline on the performance of public high school teachers in Banjarmasin City" is rejected. So it can be concluded that the effect of work discipline on teacher performance has a significant effect.

The results of this study corroborate previous evidence conducted by (Dudy Rachmat, Aslamiah, 2022; Jumi, Puspitasari, Sulaiman, 2022; Patriah, Bawi, Wahyu, 2022; Wahyu Wardani, Aslamiah, 2022) that there is a positive and significant effect of work discipline on teacher performance. Work discipline reflected in awareness, willingness, compliance and work ethics has a positive and significant effect on teacher performance which is reflected in work quality, work accuracy, initiative in work, work ability and communication. Without the presence of teachers who have discipline and high performance, the quality of education is at stake.

5. The Direct Effect of Achievement Motivation on the Performance of Public High School Teachers in Banjarmasin City

The direct effect of achievement motivation on teacher performance at public high schools in Banjarmasin City as shown by the Standardized Coefficients Beta value of 0.457 with a significance value of $0.000 < 0.05$, then H_0 was rejected; Thus, the null hypothesis that states "there is no direct effect of achievement motivation on the performance of public high school teachers in Banjarmasin City" is rejected. So it can be concluded that the effect of achievement motivation on teacher performance has a significant effect.

The results of this study are in line with previous research by (Wina Novita, Sulaiman, 2022) Work motivation has a positive effect on teacher performance. Work motivation is an important role in teacher professional development in teaching (Wahyu et al., 2022). Teachers who have the motivation to excel have a high awareness of all his or her duties and responsibilities. Subconsciously, and without being supervised by the principal, this motivated teacher constantly tries to show that he has paid off all his assignments.

6. The Indirect Effect of Principal's Leadership on Teacher Performance through Work Discipline of Public High Schools in Banjarmasin City

The indirect effect of the principal's leadership on teacher performance in public high schools in Banjarmasin City through work discipline, The indirect effect between the principal's leadership variable (X) on teacher performance (Y) through work discipline (Z1) and knowing the effect of mediation is 4,224. The value of the Sobel Test Statistic is greater than ttable 1.980, so H_0 is rejected; so it can be said that there is an indirect effect between the principal's leadership on teacher performance at public high schools in Banjarmasin City through work discipline variables. The results of the sobel test showed a tcount of 7.071 greater than the ttable (1.651254) or $7.071 > 1.651254$, then work discipline (Z1) mediated the effect of the principal's leadership (X) on teacher performance (Y).

The results of this study are reinforced by previous research by Abdullah (2019) that there is a positive and significant relationship between the principal's leadership has a relationship or effect on the work discipline of social studies teachers of SMA Negeri 3 KotaTernate. There is a transformational leadership relationship of principals to teacher performance through work discipline in junior high schools in Barabai (Hepni Albuni, Aslamiah, 2022; Jumi, Puspitasari, Sulaiman, 2022). Improving teacher discipline is an effort that needs to be called. The main principle of the continuity of disciplinary behavior must certainly be supported from the direction and supervision of the principal.

7. The Indirect Effect of Principal's Leadership on Teacher Performance through Motivation for Public High School Achievement in Banjarmasin City

The indirect effect of the principal's leadership on teacher performance in public high schools in Banjarmasin City through achievement motivation refers to the calculation of sobel, it is known that the Sobel Test Statistic score is the indirect effect of the principal's leadership (X) on teacher performance (Y) through achievement motivation (Z2) by knowing the effect of mediation is 6,510. The value of the Sobel Test Statistic is greater than ttable 1.651, so H_0 is rejected; so it can be said that the principal's leadership of teacher performance at public high schools in Banjarmasin City through achievement motivation has an indirect effect.

Candra et al (2020) explained from the results of their research that there is a contribution between the principal's leadership and teacher achievement. With good teacher performance, teacher performance will be improved. Principal leadership is the ability to effect, move, direct and guide by the principal towards teachers to achieve educational goals. Furthermore (Candra et al., 2020) explained that the principal's leadership facilities can be in the form of incentives to contribute to teacher achievement. Facilities are an important factor that affects work performance through motivation (Jarminto, Aslamiah, 2022; Noriawati, Sulaiman, 2022;

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Purwanti & Suhaimi, 2020). Both studies show that leadership facilities in the form of incentives, permission and support from school principals have an indirect effect on teacher performance.

CONCLUSIONS

Based on the results of data analysis, the researchers' conclusion is that there is an indirect effect between the principal's leadership, work discipline, achievement motivation on performance. Teachers can maintain motivation by establishing good relationships with fellow teachers, because supporting each other can create good work. Researchers can then conduct research using other variables, such as job satisfaction, performance or achievement, organizational culture, leadership style, and training that are also thought to affect teacher job performance.

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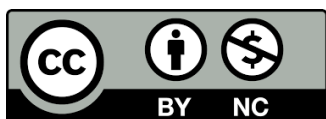
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